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ABSTRACT

This report provides information, in both statistical and narrative form, on the activities and status of the vocational equity program for the state of Arkansas for the 1987-88 school year. (The vocational equity program is designed to eliminate sex bias and stereotyping in vocational activities and to encourage students and instructors to become a part of training programs that are nontraditional to their sex. It is mandated under the Carl D. Perkins Vocational Education Act of 1984.) Data are based on overall enrollment at both the secondary and postsecondary levels. For purposes of comparison, student enrollment figures cover three time periods: (1) the 1976-77 school year, immediately following the passage of the Vocational Education Amendments; (2) the 1986-87 school year; and (3) the 1987-88 school year. Instructor information is listed only for the 1986-87 and 1987-88 school years. Student enrollment information is provided by program area for: agriculture; business education; marketing and distributing education; health; home economics education; and trade, industrial, and technical education. Instructor information is provided for the same program areas. The report also describes state program activities, nontraditional scholarships, sex equity grants, resources available, and the single parent/homemaker program. A short assessment of the progress of the sex equity program is included. (KC)

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Arkansas Status Report 1987-88

Sex Equity in Vocational-Technical Education

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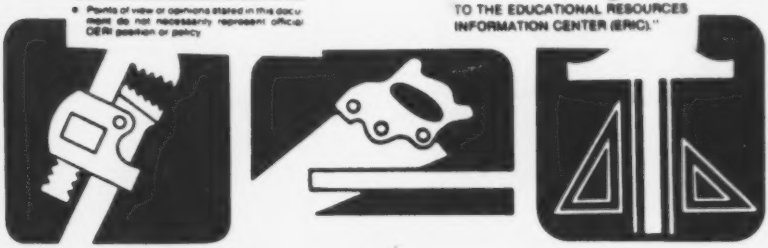

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The 1987-88 Status Report

Sex Equity in Vocational & Technical Education

a publication of the

Vocational & Technical Education Division
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INTRODUCTION

Increasingly, women and men are being encouraged to enter careers which break the stereotypes of "women's work" and "men's work." They are choosing nontraditional jobs — that is, occupations that require working in a field that has traditionally been dominated by the opposite sex. These jobs frequently require secondary or postsecondary vocational-technical training.

Programs

The Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524) mandates that vocational education activities be available to men and women to enter occupations that are not traditionally associated with their sex.

The Vocational and Technical Education Division, Arkansas Department of Education, is responsible for conducting activities designed to eliminate sex bias and stereotyping in vocational activities and for encouraging students and instructors to become a part of training programs which are nontraditional to their sex. These activities fall under the purview of the Division's associate director for higher and adult education and are carried out through the supervisor of the vocational equity program. This program also includes the activities of the single parent/homemaker program supervisor who directs the activities of 10 regional coordinators in the state in providing services to meet the special needs of single parents/homemakers entering the workforce.

This Report

This report provides information on the activities and status of the vocational equity program, both in statistical and narrative form, for the 1987-88 school year.

Statistical Data

With the exception of enrollment figures on pages 9 and 10, data is based on overall enrollment at both the secondary and postsecondary levels. For purposes of comparison, student enrollment figures cover three time periods: the 1976-77 school year, immediately following the passage of the Vocational Education Amendments (Public Law 94-482); the 1986-87 school year; and the 1987-88 school year. Instructor information is listed only for the 1986-87 and 1987-88 school years.

For the first time, in 1987-88, postsecondary data includes all persons involved in programs, not just those with full-time status.

Statistical data for this report was provided by Doris Stewart, Planning and Development Section of the Vocational and Technical Education Division.

Student Information

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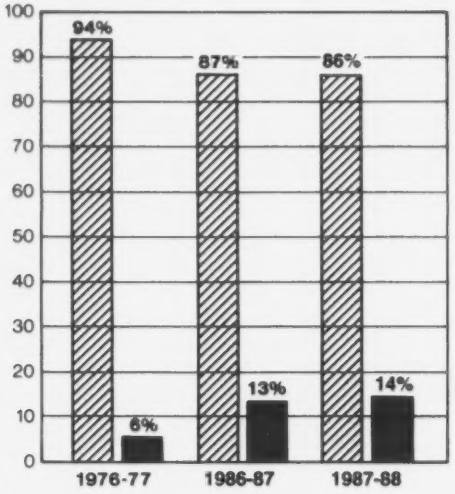
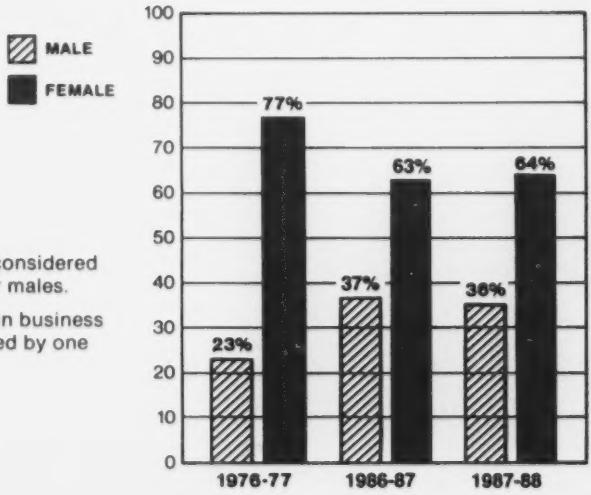
Agriculture



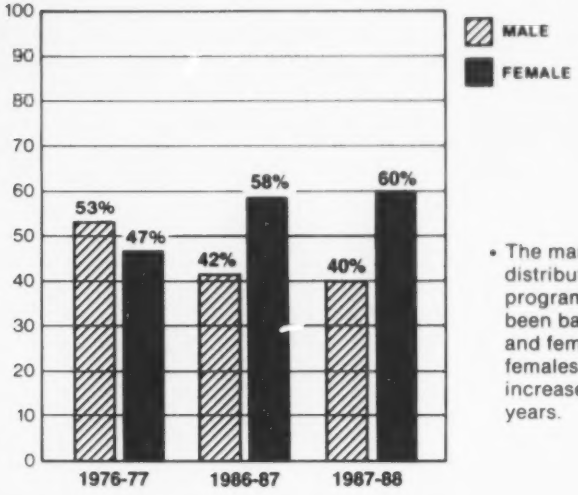
- This program is considered nontraditional for females.
- Females showed a one-percent gain in the agriculture program after two years of no change.

Business Education



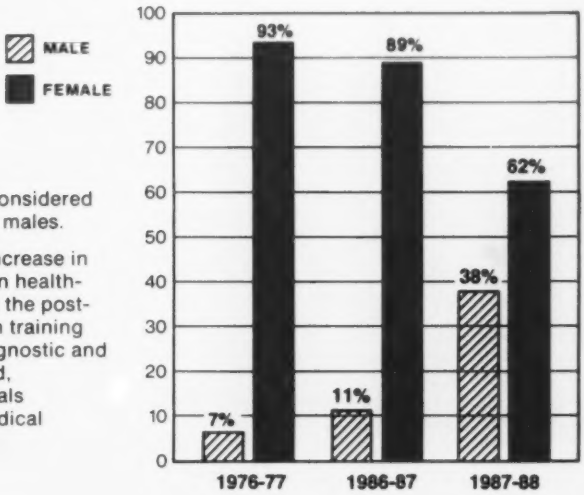
- This program is considered nontraditional for males.
- Male enrollment in business education declined by one percent.

Marketing and Distributive Education



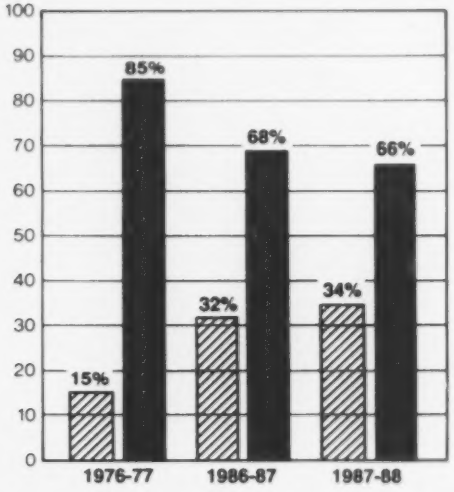
- The marketing and distributive education program has traditionally been balanced for males and females. However, females have shown an increase in the past two years.

Health



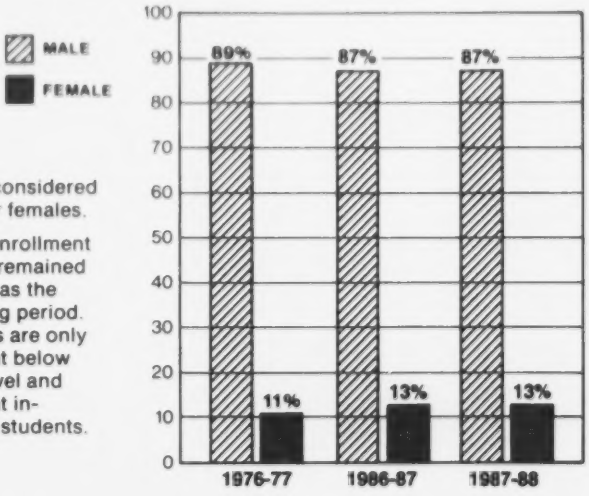
- This program is considered nontraditional for males.
- The substantial increase in male enrollment in health-related fields is at the post-secondary level in training such as EMT, diagnostic and treatment, first aid, hazardous materials handling, and medical assistance.

Home Economics Education



- This program is considered nontraditional for males.
- Male enrollment increased by two percentage points for the second consecutive year and now represents slightly over one-third of home economics enrollment.
- The substantial portion of the males enrolled in these courses is at the secondary level.

Trade, Industrial and Technical Education



- This program is considered nontraditional for females.
- Female student enrollment in these courses remained at the same level as the previous reporting period. However, females are only .07 of one percent below the 14 percent level and overall enrollment increased by 1,115 students.

1987-88 Student Enrollment In Arkansas Vocational Education Programs

SECONDARY

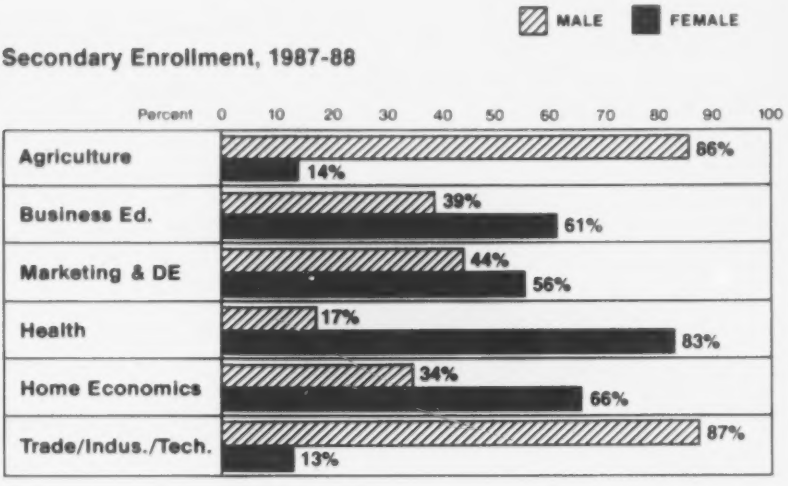
Program	Female	Male	Total
Agriculture	2,332	14,676	17,008
Business Education	24,945	15,935	40,880
Marketing & Distributive Education	1,059	818	1,877
Health	473	97	570
General Cooperative Education	686	897	1,583
Consumer & Homemaking	28,273	14,537	42,810
Occupational Home Economics	1,230	468	1,698
Coordinated Career Orientation	416	984	1,400
Trade, Industrial & Technical	1,129	7,684	8,813
	60,543	56,096	116,639

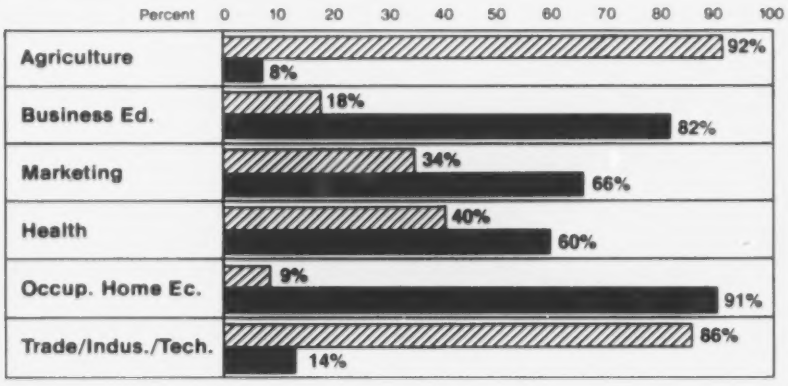
POSTSECONDARY

Program	Female	Male	Total
Agriculture	15	171	186
Business Education	6,543	1,437	7,980
Marketing	669	343	1,012
Technical	589	2,171	2,760
Health	2,916	1,975	4,891
Occupational Home Economics	300	29	329
Trade & Industrial	1,172	8,765	9,937
	12,204	14,891	27,095*
Secondary & Postsecondary	**72,747**	**70,987**	**143,734**

*This total does not include 1,550 students served in areas other than occupationally-specific programs. Neither does it include 6,782 Adult Basic Education and General Adult Education students served by postsecondary vo-tech schools. It does include, for the first time, all students served by occupationally-specific programs, not just full-time students.

Student Information





Postsecondary enrollment of male students in business education, marketing and health increased sharply in a year's period.

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Instructor Information

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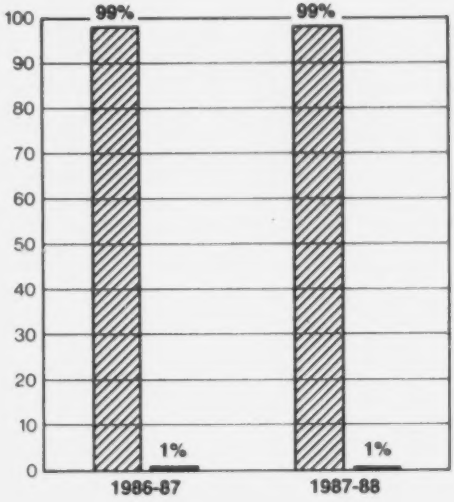
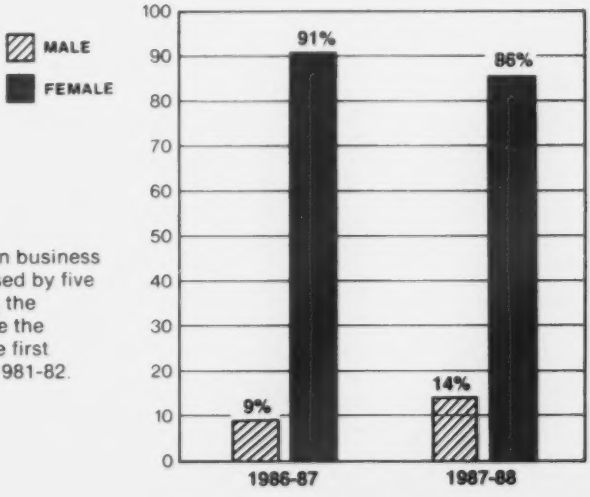
Agriculture



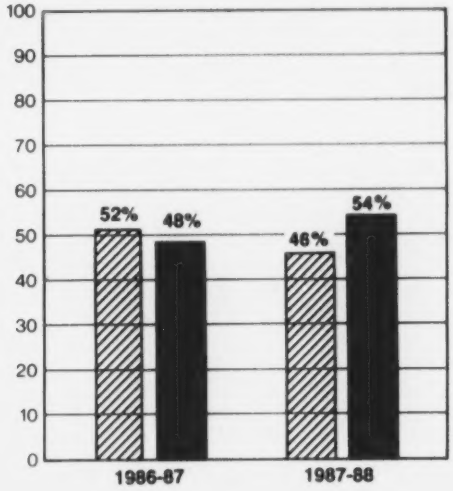
- The percentage of male/female instructors is unchanged and remains almost exclusively male.

Business Education



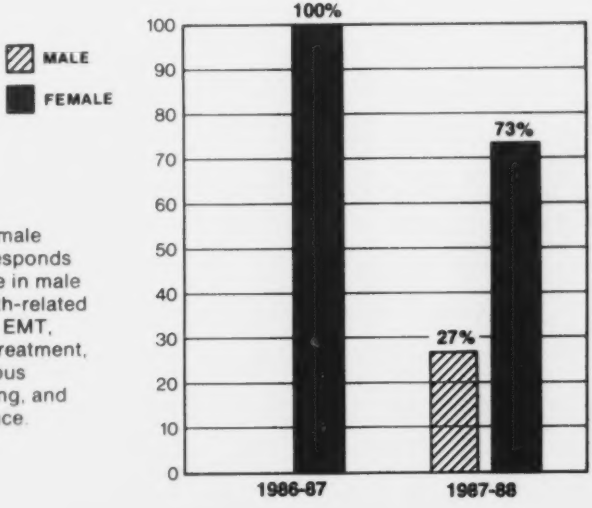
- Male instructors in business education increased by five percent, reaching the highest level since the compilation of the first annual report in 1981-82.

Marketing and Distributive Education



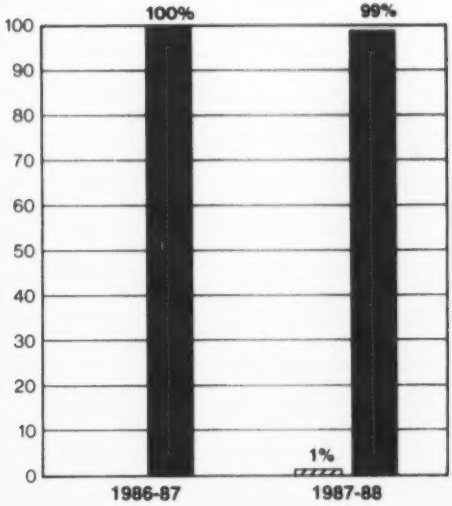
- Female instructors showed a six percent gain during the year's period.

Health



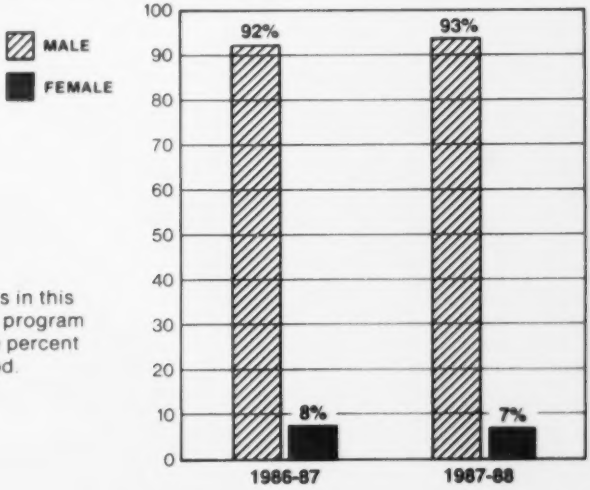
- The increase in male instructors corresponds with the increase in male students in health-related courses such as EMT, diagnostic and treatment, first aid, hazardous materials handling, and medical assistance.

Home Economics Education



- Male instructors moved into the ranks of home economics education for the first time. This follows the trend of an increasing male student enrollment in this field.

Trade, Industrial and Technical Education



- Female instructors in this traditionally male program decreased by one percent in the year's period.

Sex Equity Program Activities

Statewide Actions

Vocational equity program efforts cover a wide range of activities related to sex equity including education and inservice training; technical assistance; review of vocational-technical programs; publicity, recruitment and outreach; the award of grants to schools and community-based organizations; and the award of scholarships to nontraditional students. These activities are coordinated by the vocational equity supervisor in the Vocational & Technical Education Division.

During the 1987-88 school year, program activities included the following:

- The vocational equity supervisor served as a key leader in initiating the Education Equity Options Project sponsored by Wider Opportunities for Women (WOW) at Metropolitan Area Vocational Technical Center in Little Rock. The national project was developed to encourage young women to identify and explore the widest range of educational and career options possible. The project also offers an ongoing process for the school to make equity activities a part of its mainstream and to strengthen its ties in the home community.
- A training program called "Women and Work: Breaking the Barriers" was developed by the Women's Project headquartered in Little Rock. The program was designed to prepare women for nontraditional employment opportunities. Three-week training sessions were developed to give women information and instruction that would provide them with the needed resources to work in jobs that have traditionally been held by men. The vocational equity supervisor participated as a volunteer instructor for the project.
- As a member of the Director's Award of Excellence Review Committee, the vocational equity supervisor had an opportunity to visit secondary and postsecondary schools to review and evaluate quality vocational programs selected to receive the award.
- The vocational equity supervisor was a presenter at the final phase of the competency-based vocational administration program, McCAP. The presentation covered sex equity requirements and outlined overall goals and projects of the vocational equity program.
- "The Elimination of Sex Bias in Vocational Education" was the topic of a presentation for teachers and administrators of schools in the Southeast Arkansas Educational Cooperative. Inservice training was provided at Monticello, Hamburg, Dermott, and McGehee.
- Presentations outlining the sex equity portion of the two-year State Plan for Vocational Education were made during a series of statewide public hearings. Purpose of the hearings was to provide an opportunity for interested parties to present their views and make recommendations that would be considered in the development of the plan.

- The vocational equity supervisor participated in these seminars and conferences:
  - **Bringing Down the Barriers for Youth 2000 Conference** – designed to explore the major obstacles facing children and youth and strategies to alleviate those barriers.
  - **National Leadership Conference for Vocational Sex Equity Coordinators** – activities included: keynote presentation by Dr. Winifred Warnat, acting director, Division of Vocational Education; legislative updates; and special recognition to Senator Orrin Hatch (Utah) and Representative George Miller (Calif.) for their support of the single parent/homemaker and sex equity program set asides.
  - **Vocational Special Needs Inservice Training, Eureka Springs** – trainers from the Materials Development Center provided intensive, hands-on training in the areas of vocational and job bank development.
  - **American Vocational Association National Conference** – attended pre-conference on "Avoiding Audit Liability Under the Carl Perkins Act: How to Stay out of Trouble," sponsored by the American Vocational Association.
  - **Vocational Education Equity Council** – seminars included "Sex Bias Hurts Men," "Recruitment of Nontraditional Vocational Education Teachers," "Federal Equity Updates," and "Women in Vocational Education Leadership Positions: Factors Influencing Success."

Also during the year, these events and programs focused on enhancing the status of nontraditional students and staff:

- Four issues of EQUITY WORKS newsletter were published, highlighting sex equity. The newsletter was distributed to more than 1,500 educators, counselors and interested organizations, both in the state and nationwide.
- Students in career orientation classes in junior high schools across the state received copies of *Career World* magazine, a student publication depicting career/vocational information and success stories of women and men in nontraditional careers. Three of the nine issues included feature sections reporting on Arkansas activities and nontraditional job opportunities in the state.
- The sex equity and single parent/homemaker programs were among 19 organizations joining to support a conference on "Women and Work: Organizing for Change" which was held in Little Rock.

Statewide Actions

- A 15-minute video, "Vo-Tech — It's More Than You Think," became available through postsecondary vocational technical schools. The video featured emphasis on nontraditional students and the opportunities available to them, as well as information on nontraditional scholarships and the services of the statewide network of Single Parent/Homemaker Career Development Centers.
- The seventh annual Women's Leadership Forum, sponsored by the Association of Women Educational Supervisors and the Arkansas Department of Education, spotlighted women leaders in government, education, and the media.
- Young women were elected to the presidencies of two state organizations: the Future Farmers of America and the secondary Vocational Industrial Clubs of America (VICA).
- Women were appointed as directors of two postsecondary vocational technical schools and a secondary area vo-tech center.

Postsecondary Counselors

Counselors are the professionals within the educational setting who can ensure that limitations are not placed on students because of their gender. In an effort to support counselors in this endeavor, the sex equity program provides 25 percent funding for postsecondary positions. In return, the counselors devote one-fourth of their time to the following objectives:

- Promote nontraditional enrollment in vocational programs.
- Provide support services, counseling, and job placement information to enrolled nontraditional students.
- Conduct programs to increase knowledge of nontraditional opportunities and to eliminate sex-role stereotyping.

The designated counselor also ensures that the following activities are performed:

(1) Recruitment exercises stressing nontraditional enrollment are conducted at junior and senior high schools.

(2) Coordination and documentation of a counseling program for nontraditional students. Support groups are established when deemed appropriate.

(3) Assistance in placing nontraditional students in part- or full-time employment. Local business and industry are contacted relative to employing nontraditional students.

(4) Maintenance of follow-up records for nontraditional students. The counselor is also available for follow-up counseling as needed.

(5) Inservice training programs for administrators, instructors, counselors, and staff of high schools, vocational schools, and/or community colleges in the area. Letters, personal visits, and campus tours are used to promote awareness of nontraditional vocational opportunities.

(6) A monthly report documenting time spent on sex equity activities.

Nontraditional Scholarships

Under funding provided by the Carl D. Perkins Vocational Education Act (Public Law 98-524), scholarships may be awarded to nontraditional students enrolled in postsecondary vocational-technical schools. Scholarship monies are distributed through the sex equity program.

Scholarships provide financial assistance with tuition, books, supplies and materials, transportation costs, and child care. These scholarships often make the difference in enabling students to enroll in training programs. A letter from James E. Callahan, a student in health education, attests to the value of scholarships:

> "When I became a single parent back in November I had very few choices concerning school. If not for the tuition assistance and paid day care for my three boys, I would have had to quit school. I realize how fortunate I am, because now as graduation approaches and I am about to become a health professional, I owe this in a large part to your help."

Students in the schools listed below were awarded nontraditional scholarship funds.

School	Amount
Arkansas Valley Vo-Tech	$ 600.00
Black River Vo-Tech	300.00
Cossatot Vo-Tech	900.00
Delta Vo-Tech	2,400.00
Foothills Vo-Tech	3,930.00
Northwest Vo-Tech	6,200.00
Oil Belt Vo-Tech	775.00
Ouachita Vo-Tech	421.90
Ozarka Vo-Tech	800.00
Pulaski Vo-Tech	800.00
Quapaw Vo-Tech	600.00
Red River Vo-Tech	600.00
Southern Arkansas University-Tech	430.95
Twin Lakes Vo-Tech	5,228.00
Westark Community College	3,431.00
White River Vo-Tech	450.00
Total	**$27,866.85**

Nineteen sex equity grants were awarded through the sex equity program during 1987-88 to implement services and support activities aimed at eliminating sex bias and sex-role stereotyping. These grants were used to support a wide range of local efforts.

Institution: Arkansas State University
Project Title: Career Choices for Women
Description: This project was designed to provide career awareness programs, including nontraditional careers, life-work planning and job-hunting techniques. The workshop served to strengthen women's self-esteem and self-confidence by increasing awareness of life-work options. Role models who had negotiated successful career options and positively dealt with life transitions were presented to give inspiration and promote an exchange of ideas and networking.

Institution: Arkansas Valley Vo-Tech School
Project Title: Women's Car Care: An Exploratory Course for Auto Mechanics
Description: This grant provided financial assistance for exploratory training in auto mechanics for nontraditional students. Upon enrollment in the Women's Car Care course, students were furnished free tuition and course materials. This project was intended to enhance relationships between the vo-tech system and the community.

Institution: Bald Knob School District
Project Title: Day Care Assistance
Description The grant provided support services in the form of day care for individuals participating in vocational education programs and activities designed to enable them to provide support for their families. The project also aided in meeting the need of the community by offering day-care assistance to economically-disadvantaged females.

Institution: Conway Area Career Center
Project Title: Development of Sex Equity Brochure for Conway Area Career Center
Description: Objective of the project was to design, print, and utilize an attractive, informational brochure to help recruit students in nontraditional courses at Conway Area Career Center. The brochure was intended to

better inform the public, parents and students about nontraditional career options and training opportunities available at the career center.

Institution: Cossatot Vo-Tech School
Project Title: **Quality Child Care for Low-income Students Attending Cossatot Vo-Tech**
Description: Day-care assistance was provided through state licensed facilities for economically-disadvantaged student parents who might not be able to continue their education/training without such assistance. In addition to basic child care, a parenting skills class was offered each week for the student parents. Intent of the grant was to enable individuals receiving child-care assistance to complete their course of study, allowing them to obtain employment and provide support for their families.

Institution: DeQueen/Mena Educational Cooperative
Project Title: **Nontraditional Career Choice Opportunities**
Description: Objectives included the following: (1) providing materials, media (hard and software), and staff development activities to vocational instructors and secondary content teachers; (2) developing videos of nontraditional career stereotyping for classroom use depicting people in the five-county region served by the co-op; (3) providing a conference to acquaint vocational teachers, counselors and girls ages 14-18 with career options with emphasis on science, math, and leadership; and (4) providing training to develop a volunteer program which effectively used people from the community who had chosen nontraditional career options as resources for secondary schools.

Institution: Hector School District
Project Title: **A Community Approach to Child-care Services and Career Training for Teenage Parents**
Description: This project provided child care through licensed facilities for infants and toddlers of young girls between the ages of 14 and 25 enabling them to remain in or return to school to complete their education/training. Guidance, counseling, and career awareness were also provided to vocational students in the area of child care.

Institution: Jonesboro Area Vocational Center
Project Title: **Providing Current Arkansas Career Information to Career Orientation Students**
Description: The project provided classroom quantities of nine issues of *Career World* magazine, which is a student magazine depicting current career/vocational information and success stories of men and women in nontraditional careers, to career orientation teachers statewide. Three of the issues had feature pages specific to Arkansas. The magazine gave students current national and Arkansas information concerning careers in nontraditional and other fields.

Institution: Metropolitan Area Vocational Center
Project Title: **Nontraditional Career Awareness Packet**
Description: A career awareness packet was developed featuring nontraditional job opportunities. The packet was specifically designed to eliminate sex-role bias and sex stereotyping as a barrier and to promote the entry of students into occupations not traditionally associated with their sex. Each packet consisted of a (1) brochure directed toward teacher/counselor; (2) brochure directed toward female students and parents; (3) brochure directed toward parents; (4) poster; and (5) two-pocket folder. The packets were designed for distribution on a statewide basis.

Institution: Metropolitan Area Vocational Center
Project Title: **Preparation of Annual Status Report on Male/Female Students and Employees in Arkansas Vocational-Technical Education**
Description The project featured a compilation of statistics on the status of male/female students and employees in Arkansas vocational-technical education programs. The report was required by the Arkansas State Plan for Vocational Education; the report also met requirements set forth in the Carl Perkins Vocational Education Act (PL 98-524). The statistical section reported specific information on the enrollment of male/female students and the number of male/female instructors in vocational education. A narrative section was included in order to obtain an in-depth look at current sex equity program status; measure the actions achieved since the previous annual report; and formulate suggestions for further program action.

Institution: Mississippi County Community College
Project Title: Two-year Public Colleges of Arkansas Tape Presentation
Description: The two-year colleges in the state planned to give a quality look at educational opportunities for nontraditional students, employers, and the general public. Prospective students were introduced to opportunities others have taken advantage of in planning toward a more meaningful, economically stable future. The general public was exposed to the services offered at two-year schools. The overall objective was to increase the total awareness and support for nontraditional learners.

Institution: Northwest Vo-Tech School
Project Title: Child-care Assistance for Low-income Students
Description: The grant provided child-care assistance for students seeking education and training in non-traditional careers and provided assistance for poverty-level girls and women at Northwest Vo-Tech seeking training which would enable them to support themselves and their families. The grant also provided support services, including counseling and placement for individuals participating in vocational education programs, as well as dependent care and transportation assistance.

Institution: Oil Belt Vo-Tech School
Project Title: Child-care Assistance
Description: The project provided child-care assistance in training or retraining females who were unemployed, underemployed, or economically disadvantaged. Child care was provided through state-licensed facilities only, which ensured that quality in care was provided.

Institution: Ozarka Vo-Tech School
Project Title: Essential Skills Development
Description: This project was designed for accomplishment in four phases: (1) mounted an outreach program to make individuals aware of the nontraditional careers and training opportunities at Ozarka; (2) set up the Essential Skills Development Program (ordering testing and teaching materials); (3) evaluate and match students' aptitudes with training programs and

identify essential skills deficits; (4) place students in an individualized development program for the purpose of meeting their training needs.

Institution: Parkdale School District
Project Title: **Concept Development Promoting Sex Equity/Career Awareness**
Description: Through this grant, students were allowed opportunities to explore specific career qualifications and skills to acquaint them with the concept that all careers are open to qualified persons of both sexes. Materials, including books, film strips, games, and tapes stressing positive self-concept were purchased and placed in counselor's office for unlimited use by students. Also, a structured weekly classroom/group counseling session was scheduled to insure specific need topics were considered in cultivating positive, acceptable attitudinal changes.

Institution: Pulaski Vo-Tech School
Project Title: **Child-care Assistance**
Description: Purpose of this grant was to (a) provide financial assistance for day care for males/females who were unemployed, underemployed or economically disadvantaged; (b) offer training and retraining for males/females in nontraditional training; and (c) meet the needs of the community by training skilled workers. All of these objectives were to be achieved by providing assistance with child-care cost.

Institution: Russellville Area Vocational Center
Project Title: **Publication of EQUITY WORKS Newsletter**
Description: This newsletter addressed the issues, concerns, and actions in the vocational equity program. It served to gather and disseminate data on the adequacy and effectiveness of the vocational education program in meeting the needs of the nontraditional. The four issues of the publication for the school year served as an effective publicity and recruitment tool and as a motivating factor for staff and students.

Sex Equity Grants

Institution: University of Arkansas at Monticello

Project Title: **Steppin' Up and Out: New Career Choices for Women**

Description: A seminar held through this grant addressed a need for underemployed or unemployed women to become aware of or familiar with possibilities in career changes and to focus on nontraditional occupational choices. The seminar provided successful role models of women in nontraditional occupations to stimulate career exploration. It also provided labor market information concerning occupations of the future.

Institution: Black River, Cossatot, Foothills, Northwest, Ouachita, Ozarka and Twin Lakes Vo-Tech Schools

Project Title: **Postsecondary Counselors**

Description: To meet the mandate of the Carl D. Perkins Vocational Education Act (PL 98-524) to increase access for women to vocational education and to increase male and female enrollment in nontraditional programs, the state sex equity program provided 25 percent funding for a full-time counselor at the named schools. In return, the counselors devoted one-fourth of their time to the following sex equity objectives:

(1) Promoted nontraditional enrollment in vocational programs.

(2) Provided support services, counseling and job placement information to enrolled nontraditional students.

(3) Conducted programs to increase knowledge of nontraditional opportunities and to eliminate sex-role stereotyping.

The designated counselors also ensured that the following activities were performed: (a) recruitment exercises at junior/senior high schools in the area; (b) coordination and documentation of a nontraditional counseling program; (c) assistance in placement of students with local business/industry; (d) maintenance of followup records; (e) conduct of inservice training; and (f) a monthly report of activities to the state vocational equity supervisor.

These informational tools are available to assist in promoting sex equity.

Videos

"Myth Busters – A Discussion Dealing with Nontraditional Role Models" is a 15-minute video produced in conjunction with Wider Opportunities for Women, Inc. (Washington, D.C.). Targeted toward secondary, postsecondary, unemployed or underemployed females, this video provides insight into breaking down the barriers of sexual discrimination. Its message is clear and well-stated: the "traditional" role of women in society is no longer the norm; women must avail themselves of every opportunity in order to prepare for the probability of being a single, head of household.

"Vo-Tech – It's More Than You Think" is a 15-minute video which features programs available in the Arkansas postsecondary vocational-technical schools. The video includes emphasis on nontraditional students and the opportunities available to them, as well as information on nontraditional scholarships and the services of the Single Parent/Homemaker Career Development Centers located throughout the state.

A 12-minute video entitled "Two-Year Public Colleges in Arkansas" has been produced and is available through the two-year community colleges in the state. The program addresses prospective students, as well as business and industry. All areas of instruction, funding sources for tuition and other expenses are described. It is also a public relations tool to acquaint business and industry with educational resources available. Additionally the video program details the sex equity program and the nontraditional student in this educational environment.

Film

An eight-minute film entitled "Making Points" is available for loan. Produced by Girls Clubs of America, the film is a humorous, but poignant depiction of sex-role stereotyping. The action takes place on a basketball court in a Girls Club. A television reporter interviews a group of boys about their plans and to find out their feelings about their sex-role identity. As the interview progresses, it becomes apparent that the boys' responses are somewhat unusual.

Slide Presentation

A slide presentation, which depicts nontraditional training opportunities for women in the state's vocational-technical education programs, has been distributed to all postsecondary vocational-technical schools. The film entitled "The Time of Your Life" is a 15-minute color, slide-with-sound presentation. A loan copy is available for use by secondary schools. It is a useful tool for recruiting visits.

Resources Available

Brochures

A brochure has been developed which pictures nontraditional students currently enrolled in Arkansas vocational-technical training programs. It is also a useful recruiting tool for all schools.

A brochure outlining the services offered by the Single Parent/Homemaker Career Development Centers located across the state has been developed. This informative publication contains brief descriptions of the program's focal points, including job-seeking workshops, individualized counseling, life planning for women going back to work, assertiveness training and stress management, and nontraditional employment.

Packet

Encouraging the development of nontraditional aptitudes and skills is the theme of a recruitment packet put together by the sex equity program. Materials in the packet are directed at students, parents, and teacher/counselors.

Included in the packet is a multi-color poster which illustrates the point that tools can't tell the difference between men and women, and that to succeed it takes training and individual drive – not muscle.

Other literature included in the packet provides facts important to making decisions on vocational training, job-market availability, and career planning strategies.

Newsletter

An EQUITY WORKS newsletter is published quarterly. It highlights current activities and model programs; provides useful sex equity tips and information; and features articles about nontraditional students.

Further information on all of these program tools may be obtained from:

Edith Ehrmann, Supervisor
Vocational Equity Program
Arkansas Vocational & Technical Education Division
The Executive Building, Suite 512
2020 West Third Street
Little Rock, AR 72205
Telephone (501) 371-5340

Assessment of Activities

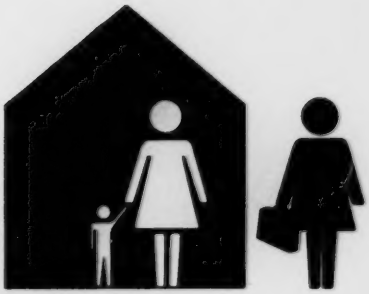
An Update

As part of the preparation of the status report, visits were made to several schools and grant agencies.

Findings from the visits were:

- Use of grant monies has funded such activities as a short-term, exploratory auto mechanics course for nontraditional students; an individualized, self-paced skills development program to meet student training needs; distribution of *Career World* magazine to career orientation teachers statewide; and support for day care centers which provide child care for economically-disadvantaged students.
- Creation of counselor positions at the postsecondary level has provided a needed support system for nontraditional students. Counselors are available to acquaint prospective students with courses offered; advise/or take the lead in development of recruitment strategies; and provide advice, reinforcement, and encouragement to those enrolled in nontraditional programs.
- Financial hardship is a significant factor in limiting the enrollment of nontraditional students. Need for assistance with books, tuition, child care and transportation costs continues for many of these students who frequently comment: "I could not be here if it weren't for my nontraditional scholarship."
- Nontraditional students interviewed continue to affirm the importance of the role of family members in either encouraging or discouraging their efforts to enter a career not traditionally associated with their sex.
- Awareness of training opportunities is expanding through career day programs and such activities as "Women's Day on Campus." This source of information is approaching parity with that oft-heard response: "I heard about this program from a friend (or family member)."
- Provision of child-care services or child-care support is becoming increasingly important and often makes the difference as to whether or not students enroll in educational and training programs.
- Nontraditional students reflect a growing sense of confidence as participants in a learning experience not traditionally associated with their sex, and their acceptance by traditional students appears to be improving.
- Instructors are showing increased interest in the recruitment and training of nontraditional students. Several interviewed also outlined efforts they are making to place these students in jobs in local communities or those nearby.
- Statistics for key staff positions for 1987-88 reflect the following: of 24 postsecondary director positions, two were occupied by women; of 17 area vocational center director positions, one was filled by a woman; and of 23 secondary director positions, two were filled by women.

The Single Parent/ Homemaker Program



Program Activities

In 1987-88, the Single Parent/Homemaker Program operated through a statewide network of 10 Career Development Centers to assist clients in making informed choices about training, education and employment and in achieving goals based on these choices.

Eligibility Requirements

To qualify for the free services of the program, individuals must fit one of these categories:

A Single Parent: A person who is unmarried or legally separated and has sole or joint custody of a minor child.

A Displaced Homemaker: A person who, as a result of divorce, separation, death, or disability of a spouse, must now prepare for employment.

A Homemaker Seeking Employment: A person who has worked primarily in the home (not self-employed), and needs to improve or develop marketable job skills.

Services Provided

Services are available free of charge to individuals who reside within the state. The Career Development Centers provide ongoing programs with some activities scheduled regularly on a bi-weekly or monthly basis.

Since the program is offered on a statewide basis, residents have a unique opportunity to relocate from one service-delivery area to another without loss of continuity in their assistance plan.

The wide-ranging services offered by the program include:

Career Development

- Vocational Aptitude Testing
- Labor Market Information
- Career Guidance
- Training in Job-seeking Skills
- Skill/Educational Requirements for Careers
- Wage Information

Counseling

- Assessment
- Individual/Group Counseling
- Inter-agency Referral Services

Educational Services

- Referral to Adult Basic Education Program
- Access to Short-term Remedial Programs (where available)
- Financial Aid Information
- Informational Workshops (Budgeting, Changing Careers)
- Personal Growth Seminars (Self-esteem, Assertiveness

Additional Services

- Individual Resumé Assistance
- Selective Interest Testing
- Career Resource Center
- Job Search and Development
- Follow-up Services

Financial aid, including day-care services and transportation, is provided to clients in need of assistance. Also scholarships are available to assist clients who are pursuing or plan to pursue a vocational course of study which will improve their income earning potential.

Activities

During 1987-88:

- Assistance was provided to 2,016 full-service clients and 2,069 limited-service clients.
- 894 clients were placed in adult education and/or vocational education training.
- 667 clients were assisted in finding employment.

Some of the special activities included:

- Varied workshops
- Women's Day on Campus
- Women's Educational Awareness Day
- Child-care Assistance Grants
- Fund-raising for Scholarships
- Programs for Teen Parents
- Counseling, Testing, Assessment and Assistance with Placement in Training and Employment

Program Highlights

Kay Andrew of Pulaski Vo-Tech held a second annual "Women's Day on Campus." More than 250 participants from four counties attended. Speakers presented lectures and workshops on topics ranging from budgeting to resumé writing and insurance.

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In July 1987, Barbara White of Garland County Community College in conjunction with coordinators from Quapaw Vo-Tech, held a "Women's Educational Awareness Day." The morning session was at the college; lunch and afternoon workshops were at the Vo-Tech. Three scholarships were awarded: one from Vo-Tech, one from Garland County Community College, and one from the single parent/homemaker program.

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Julie Hout Brown of Cotton Boll Vo-Tech conducted a "Women's Day on Campus." Coverage of the day's activities appeared on local television.

She also conducted a stress management seminar as a service for students and the general public.

The program at Cotton Boll reached two milestones during the year: passed the 700 number in clients served and implemented child-care assistance grants.

Program Activities

The community-based Single Parent Scholarship program at Northwest Vo-Tech provided $300 and $400 scholarships to 127 students in 1988. Coordinator Marjorie Marugg reported that the four-year-old program is so popular that civic groups placed the fund in their annual budgets. Individuals, churches, businesses, and clubs fund the Washington County Program. The Benton County fund received $15,285 from area United Way Funds in addition to the individual and civic contributions. The Jones Foundation presented a $10,000 challenge grant to the Washington County Single Parent Scholarship Endowment Fund and the community met the $20,000 challenge, and celebrated at a dinner featuring Governor Bill Clinton. The Sam and Helen Walton Foundation issued a similar $10,000 endowment challenge grant to Benton County, and the $20,000 challenge is in the process of being raised. Interest from these endowments is used for scholarships.

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Northwest Vo-Tech single parent/homemaker coordinator Shirley Sutton teamed up with Rogers High School and the Rogers Junior Auxiliary Just About Moms (JAM) to develop a child-care and parenting program to keep teen parents in school. This program was funded by a grant from the sex equity program.

These youngsters are enrolled in the day-care program offered by the Bald Knob School District. The program was established with the aid of a sex equity grant.

Child-care Grants

Pulaski Vo-Tech	$10,000.00
Northwest Vo-Tech	$ 5,000.00
Crowley's Ridge Vo-Tech	$ 9,000.00
Mid-South Vo-Tech	$ 4,000.00
Gateway Vo-Tech	$ 5,000.00
Red River Vo-Tech	$10,000.00
Delta Vo-Tech	$10,000.00
Garland County Community College	$ 7,290.00
Cotton Boll Vo-Tech	$10,000.00
Ozarka Vo-Tech	$ 3,000.00
Petit Jean Vo-Tech	$ 7,000.00
White River Vo-Tech	$ 1,500.00
Quapaw Vo-Tech	$ 2,400.00
North Arkansas Community College	$ 5,000.00
Ouachita Vo-Tech	$ 3,000.00
Westark Community College	$ 3,000.00
Arkansas Valley Vo-Tech	$ 6,715.00
	$101,905.00

Career Development Centers

Sharon Morehouse, Coordinator
Single Parent/Homemaker Career
Development Center
Cossatot Vo-Tech School
P.O. Box 746
DeQueen, AR 71832
(501) 584-4471

Julie Brown, Coordinator
Single Parent/Homemaker Career
Development Center
Cotton Boll Vo-Tech School
P.O. Box 36
Burdette, AR 72321-0036
(501) 763-1486 or 763-5110

Debbie Bousquet, Coordinator
Single Parent/Homemaker Career
Development Center
Crowley's Ridge Vo-Tech School
P.O. Box 925
Forrest City, AR 72335
(501) 633-5411

Barbara White, Coordinator
Single Parent/Homemaker Career
Development Center
Garland County Community College
No. 1 College Drive,
Mid America Park
Hot Springs, AR 71913
(501) 767-9371

Ann Spragins, Coordinator
Single Parent/Homemaker Career
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Gateway Vo-Tech School
P.O. Box 3350
Batesville, AR 72503
(501) 793-3677

Marjorie Marugg, Coordinator
Shirley Sutton, Coordinator
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Roselyn Dorton, Coordinator
Single Parent/Homemaker Career
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Anne Teresa, Coordinator
Single Parent/Homemaker Career
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